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Research Article

Experiential Learning Method for 4-5 Years Old Children in Improving the Ability to Recognize Colors at TK Negeri Pembina East Pontianak

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Abstract:
This study aims to determine the increase in the ability to recognize colors in children aged 4-5 years using the experimental method in learning at Pembina Pontianak Timur State Kindergarten. The research procedure used is Classroom Action Research (CAR) with two cycles. The data source for this study is the teacher and the data are interview result sheets, observations, documentation, and children's worksheets. The results of this study were obtained from learning planning by PAUD teachers to improve the ability to recognize colors using the experimental method including: formulating activity materials, plans for compiling learning materials, plans for learning approaches and methods, plans for learning tools and resources, and assessment of learning outcomes. The implementation of learning includes: carrying out pre-learning, carrying out openings, carrying out core activities, utilizing game materials, assessing the process, and closing learning. The results of children's achievements were in the Very Good Development (BSB) category using the experimental method with a rapid increase from Cycle I (30%) then increasing in Cycle II (83%).
Keywords: Experiment, Learning, PAUD

1. INTRODUCTION

The purpose of Early Childhood Education (ECE) in Indonesia is to optimize aspects of physical motor development, religious and moral values, art, language, social-emotional, and cognitive development (Hasanah & Fajri, 2022). Ministry of Education and Culture Regulation No. 137 (2014) explains that the basic competencies that must be mastered in the field of cognitive development are children being able to classify objects based on function, shape or color or size.

The ability to recognize colors is one of the scopes of cognitive development that children must master (Sakti et al., 2024). The ability to recognize colors is needed by early childhood participants for later life. Preschool children should begin to identify basic colors such as red, yellow, green, black, brown, purple, and orange. There are three aspects to color recognition: naming, matching, and identifying (Suriyati et al., 2023).

Regarding the achievement indicators of cognitive development, the scope of development of color recognition of PAUD children at the age of 4-5 years in practice has not been in accordance with the standard level of achievement determined (Pawlowski et al., 2024). This is shown by the condition of children who lack the visual ability to differentiate certain colors, children have difficulty distinguishing primary and secondary colors. As for other factors caused by the process in learning to recognize colors, the teacher does not have enough ability to use child-centered methods (Fitri, 2021). For example, it appears that in other public kindergarten schools when conducting the learning process in the classroom regarding color recognition material for PAUD children aged 4-5 years, teachers still tend to provide color names and show colors from various media that are as simple as color paper (origami) which is then delivered using lectures (Marwan et al., 2024). If there are teachers who are lacking in using a variety of methods in learning activities in the classroom, it results in low understanding of children which is evident in learning outcomes in recognizing colors. In addition, the application of color concepts in practice is difficult for children.

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Initial data found regarding the results of children's cognitive understanding of color recognition learning obtained from Pre-Observation conducted on Monday 4 September 2023 of PAUD children aged 4-5 years at TK Negeri Pembina East Pontianak obtained 8 out of 15 children have cognitive abilities that have not developed in accordance with the specified achievement criteria. This data appears based on conditions that show that children are only limited to knowing the colors that already exist but when the practice cannot classify objects based on color.

The lack of children's ability to point, mention, or classify existing colors. This is due to limitations in the use of learning media, for example, only color paper is then introduced. Therefore, children cannot know and understand exactly how the concept of color really is. So that children's cognitive development is less trained, because children only receive information and children are not given the opportunity to explore or experiment and the learning process is considered not so meaningful for children because they have difficulty understanding the material.

The role of the teacher here in stimulating children to introduce colors is needed. Color recognition can be done by teachers by choosing interesting, simple, fun activities for children, and of course can develop children's cognitive skills in recognizing colors. Training children through activities and using various media can stimulate the ability to recognize colors both the ability to point, mention, and classify basic colors and their complements. Therefore, PAUD teachers must be able to create learning methods that have a learning process of exploration and experimentation so that it can be meaningful to children.

The experimental method is a way of teaching, in which children conduct an experiment about something, observe the process, then the results of these observations are presented to the class and evaluated by the teacher. Rahma et al. (2022) explains that the experimental method is a way of presenting learning that involves children directly to prove a theory and learning material obtained. The experimental method in learning to recognize colors for PAUD children at the age of 4-5 years has many kinds of experiments that can be done, such as: color walking experiment with tissue, magic milk, rainbow in glass, color mix, and color bubble. This method of experimentation is developmentally oriented and provides opportunities for children to discover something new in ways that are interesting and fun for them. So that children can learn through their own experiences in finding new colors. The expected learning outcomes are that children can classify objects based on color.

Research results Febriani & Yusuf (2021) as well as Guci & Sukmana (2023) shows that classroom action research in learning to recognize colors using experimental methods for PAUD children at the age of 4-5 years conducted with two cycles can improve children's ability to recognize colors, namely children are able to point, mention, and classify primary and secondary colors, according to the results of observations in cycle 2, namely there is an increase in children's cognitive abilities compared to the results of cycle 1 observations with the achievement category of children developing very well. The results of these two research studies will be used by researchers as a source of supporting and comparative studies that have a relationship with the current research problem regarding the strategy of cognitive enhancement of children aged 4-5 years on learning to recognize colors using experimental methods.

Based on the findings of the facts and the results of previous research described, the researcher is interested in conducting research with the title "Experimental Learning Methods for 4-5 Year Old Children in Improving the Ability to Recognize Colors at TK Negeri Pembina East Pontianak".

2. MATERIAL AND METHOD

This research is a Classroom Action Research (PTK) or often called Classroom Action Research. The researcher is the researcher and the subject teacher is the observer. In its implementation there are several activities that are summarized in four activities, namely: planning, action implementation, observation and reflection.

The subjects of this Classroom Action Research (PTK) are children aged 4-5 years Group B at TK Negeri Pembina East Pontianak consisting of 15 children. The location of this research was at TK Negeri Pembina East Pontianak, Pontianak City, West Kalimantan Province. The time of this research was conducted in November 2023.

The implementation of this research used the model created by John Elliot (Reyes et al., 2024) as shown below:

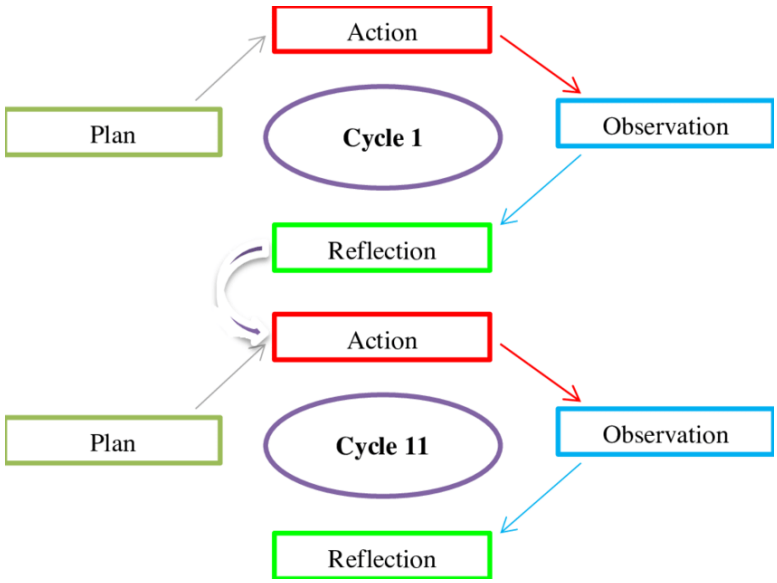

Figure 1. John Elliot's Classroom Action Research Cycle

This research was conducted based on pre-cycle and cycle, which consisted of two planned cycles. Each cycle consists of four activities, namely: planning, action implementation, observation and reflection with the following procedures: The implementation of cycle I of this class action research began on Monday, November 6, 2023 until Wednesday, November 8, 2023 by taking place in Class A which amounted to 15 children aged 4-5 years at TK Negeri Pembina East Pontianak. The following schedule of Cycle I activities can be seen in the table below:

Table 1. Activity Schedule Cycle I (One)

No	Day/Date	Time	Class	Activities
1	Monday, 6 November 2023	07:30 – 10:00	Class A	Color Recognition Learning
2	Tuesday, 7 November 2023	07:30 – 10:00	Class A	Color Recognition Learning
3	Wednesday, 8 November 2023	07:30 – 10:00	Class A	Cycle I (One) Evaluation and Reflection

The implementation of cycle II (two) of this class action research began on Thursday, November 9, 2023 until Monday, November 13, 2023 by taking place in Class A which amounted to 15 children aged 4-5 years at TK Negeri Pembina East Pontianak. The following schedule of Cycle II activities can be seen in the table below:

Table 2. Activity Schedule Cycle II (Two)

No	Day/Date	Time	Class	Activities
1	Thursday, 9 November 2023	07:30 – 10:00	Class A	Color Recognition Learning
2	Friday, 10 November 2023	07:30 – 10:00	Class A	Color Recognition Learning
3	Monday, 13 November 2023	07:30 – 10:00	Class A	Cycle II (Two) Evaluation and Reflection

The data collection techniques used in this study are interviews by providing interview sheets using the resource person of one class teacher; documentation in the form of RPPH files, syllabus, test sheets, and photos of teacher and child activities during the learning process; observation sheets used in this study are in the form of a list of observations of children's learning attitudes and behavior with teachers in the classroom.

The analysis technique of this research is observation data which is analyzed descriptively to describe the state of improvement of success indicators for each cycle and to describe the success of learning by using experimental learning methods. The research data collected, after being tabulated, was then analyzed to achieve the research objectives based on the following steps:

Quantitative data is processed using descriptive percentages. The scores obtained were averaged to find individual success and classical success according to the predetermined indicators using the average formula.

$$\bar{x} = \frac{\sum x}{N}$$

Description:

$\bar{x}$ = average score;
$\sum x$ = the sum of all scores; and
N = number of children

Furthermore, calculating classical learning completeness on the data obtained from learning outcomes can determine classical learning completeness using descriptive percentage analysis with the calculation:

$$\%P = \frac{\sum students\ who\ scored\ \geq 6.0}{\sum students} x100$$

Description:
%p = percentage of children who complete learning

Classical learning completeness is declared successful if the percentage of children who complete learning or children's scores is greater than or equal to 75% of the total number of children in the class, as determined by the success indicators, namely: (1) the indicator of activeness in this study is if the activeness of Class A PAUD children aged 4-5 years in the learning process increases marked by 75% of children active in learning. And (2) the achievement of the second goal, namely improving the learning outcomes of Class A PAUD children aged 4-5 years in color recognition material, which is marked by the average test score above the achievement of children's cognitive understanding Developing Very Well (BSB).

3. RESULT AND DISCUSSION

3.1 Result

The results of reflection based on the results of observations in cycle I in meetings 1 and 2 regarding the planning and implementation of learning activities to recognize colors with experimental methods of mixing colors obtained indicators of children's activeness in the learning process have not been achieved marked by the observation value (<75%) of children active in learning. (1) there are some children who are not active in learning activities caused by children's lack of interest in learning, motivation, and ability. (2) Learning by applying a group strategy makes the learning process less active, and (3) there are several children in each group who are noisy when the teacher demonstrates the experiment or when the teacher explains the understanding of the material. There were even some children who were busy playing with materials and tools for experimental activities when it was not time.

At this stage it is intended to know the results of the activities that have been carried out by teachers and researchers, namely telling children to point, name colors, and classify colors. The results of the observation analysis in cycle I are as follows:

Table 3. Observation Results Cycle I (Meeting 1)

No	Sub Indicators	Achievement Scale (Child)			
		BB	MB	BSH	BSB
1	The child can correctly show the basic color / primary color	0 (0%)	4 (27%)	10 (67%)	1 (7%)
2	Children can correctly show secondary colors	0 (0%)	3 (20%)	8 (53%)	4 (27%)
3	The child can correctly name the primary color	0 (0%)	5 (33%)	7 (47%)	3 (20%)
4	Children can correctly name secondary colors	0 (0%)	4 (27%)	9 (60%)	2 (13%)
5	Children can classify colors based on basic colors (primary colors)	0 (0%)	6 (40%)	6 (40%)	3 (20%)
6	Children can classify colors based on mixed colors (secondary colors)	0 (0%)	4 (27%)	7 (47%)	4 (27%)
Average Value		0%	29%	52%	19%

Based on the data in Table 3 regarding the observation of cycle 1 (Meeting 1), it is obtained that children's activeness in the learning process has not been achieved, marked by the value of learning outcomes in children's cognitive understanding with an average of 19% or (<75%) to achieve the Very Good Developing category.

Table 4. Observation Results Cycle I (Meeting 2)

No	Sub Indicators	Achievement Scale (Child)			
		BB	MB	BSH	BSB
1	The child can correctly show the basic color / primary color	0 (0%)	2 (13%)	11 (73%)	2 (13%)
2	Children can correctly show secondary colors	0 (0%)	2 (13%)	6 (40%)	7 (47%)
3	The child can correctly name the primary color	0 (0%)	1 (7%)	8 (53%)	6 (40%)
4	Children can correctly name secondary colors	0 (0%)	4 (27%)	8 (53%)	3 (20%)
5	Children can classify colors based on basic colors (primary colors)	0 (0%)	6 (40%)	7 (47%)	2 (13%)
6	Children can classify colors based on mixed colors (secondary colors)	0 (0%)	2 (13%)	6 (40%)	7 (47%)
Average Value		0%	19%	51%	30%

Based on the data in Table 4 regarding the observation of cycle 1 (Meeting 2), it is obtained that the ability of children in the learning process to recognize colors has not been achieved, marked by the value of learning outcomes in children's cognitive understanding with an average of 30% or (<75%) to achieve the Very Good Developing category.

This stage is intended to determine the results of activities that have been carried out by teachers and researchers, namely telling children to point, name colors, and classify colors. The results of the observation analysis in cycle II are as follows:

Table 5. Observation Results Cycle II (Meeting 1)

No	Sub Indicators	Achievement Scale (Child)			
		BB	MB	BSH	BSB
1	The child can correctly show the basic color / primary color	0 (0%)	0 (0%)	3 (20%)	12 (80%)
2	Children can correctly show secondary colors	0 (0%)	1 (7%)	2 (13%)	12 (80%)
3	The child can correctly name the primary color	0 (0%)	3 (20%)	4 (27%)	8 (53%)
4	Children can correctly name secondary colors	0 (0%)	0 (0%)	4 (27%)	11 (73%)
5	Children can classify colors based on basic colors (primary colors)	0 (0%)	0 (0%)	0 (0%)	15 (100%)
6	Children can classify colors based on mixed colors (secondary colors)	0 (0%)	2 (13%)	5 (13%)	8 (73%)
Average Value		0%	6%	17%	77%

Based on the data in Table 5 regarding the observation of cycle II (Meeting 1), it is obtained that children's activeness in the learning process has been achieved, marked by the value of learning outcomes in children's cognitive understanding with an average of 77% or (>75%) to reach the Very Good Developing category.

Table 6. Observation Results Cycle II (Meeting 2)

No	Sub Indicators	Achievement Scale (Child)			
		BB	MB	BSH	BSB
1	The child can correctly show the basic color / primary color	0 (0%)	0 (0%)	2 (13%)	13 (87%)
2	Children can correctly show secondary colors	0 (0%)	2 (13%)	4 (27%)	9 (60%)
3	The child can correctly name the primary color	0 (0%)	1 (7%)	2 (13%)	12 (80%)
4	Children can correctly name secondary colors	0 (0%)	0 (0%)	2 (13%)	13 (87%)
5	Children can classify colors based on basic colors (primary colors)	0 (0%)	0 (0%)	0 (0%)	15 (100%)
6	Children can classify colors based on mixed colors (secondary colors)	0 (0%)	1 (7%)	1 (7%)	13 (87%)
Average Value		0%	4%	12%	83%

Based on the data in Table 6 regarding the observation of cycle II (Meeting 2), it is obtained that the ability of children in the learning process to recognize colors has been achieved, marked by the value of learning outcomes in children's cognitive understanding with an average of 83% or (>75%) to achieve the Very Good Developing category.

The summary of the results of improving the ability to recognize colors using the experimental method in cycles I and II can be seen in the graph below:

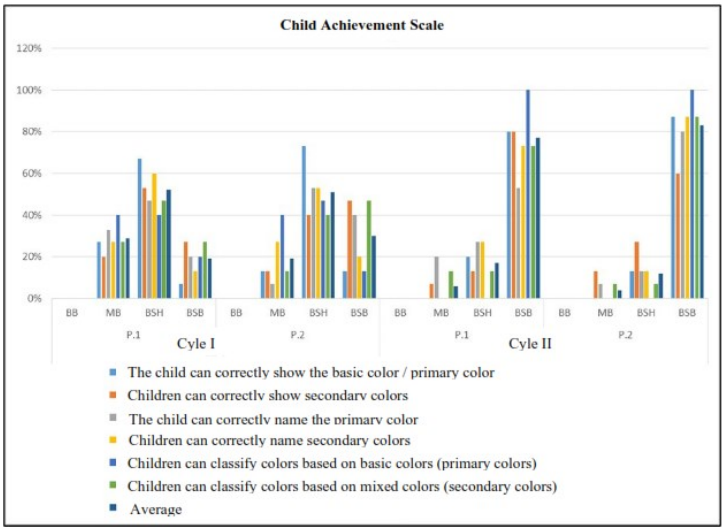

Figure 2. Graph of Children's Achievement Scale of Knowing Colors Cycle I and II

3.2 Result

Lesson planning using the experimental method, Bariah (2020) stated in planning in increasing children's knowledge is that teachers need to plan for children's needs for their activities, attention, stimulation, and success in the classroom and through implementation based on the design of appropriately loaded lesson plans. The indicators that are considered in the teacher's role as learning planning are formulating activity materials, plans for compiling learning materials, plans for learning approaches and methods, plans for learning tools and resources, and assessment of learning outcomes are clearly listed in the lesson plans that teachers load. The interviews, observations, and research data have been applied appropriately and obtained the results to be achieved. Based on the reflection material on lesson planning, there needs to be some improvements that will be made in Cycle II, namely the teacher does not use group strategies but individuals, the teacher provides ice breaking in several sessions of the learning process, and the teacher provides an understanding of the concept first before conducting experimental activities.

Implementation of learning using the experimental method, Nadar et al. (2021) revealed that teachers must show their role as implementers in the learning

process, which means describing teaching attitudes as a journey that helps improve children's fine motor development such as acting as a leader, creating a supportive situation, stimulating, moving, and also directing the learning process. Shukun (2024) mentions indicators that are considered in the role of the teacher as the implementation of learning is to carry out pre-learning, implement opening, carry out core activities, utilization of game materials, process assessment, and closing learning in learning to increase knowledge in the ability to recognize primary and secondary colors in PAUD children. The results of the observation show that the activities carried out by PAUD teachers based on the implementation of learning have been maximally loaded in the classroom, although there are things that must be improved, namely on the indicators of carrying out core activities, namely: meeting 1 activities in the activity of running color experiments using tissue media, there are some children who are not active in learning activities due to lack of interest in learning, motivation, and children's abilities. Learning by implementing a group strategy makes the learning process less active, this is due to the problem of children arguing in groups, so that it can interfere with the concentration of other friends. In addition, there are children who do not want to participate or cooperate in groups, even just watching their friends do experimental activities, so they are not directly involved. There were some children in each group who were noisy when the teacher did the experimental demonstration or when the teacher explained the understanding of the material. There were even some children who were busy playing with materials and tools for experimental activities when it was not time. As a reflection material, there needs to be some improvements that will be made in Cycle II, namely the teacher can explain in detail about concept understanding and involve children to try directly with the teacher by doing experimental activities independently, so that they do not experience difficulties and mistakes in carrying out activities that involve aspects of knowledge in improving the ability to recognize colors.

The results of improving the ability to recognize colors using the experimental method, in learning in cycle I, it can be seen that the learning carried out during the learning process using the group system is less effective, it can be seen from the presence of children who are busy talking to their friends, some are disturbing their friends, some do not want to be involved in experimental activities, only see their friends, lack of child concentration. So that in learning activities in cycle I children's learning outcomes in recognizing colors did not increase or were still below 75%. This is certainly due to the fact that fun learning in the classroom has not been implemented. Therefore, in cycle two, the group system is no longer applied so that children carry out experimental activities in an individual way. With learning activities carried out individually, it can be seen that children are more focused on their activities, minimizing children to chat with their friends, there is no dispute between children which makes learning activities quieter and children can concentrate well. So that in Cycle II children's ability to recognize colors can improve well. The increase in student learning outcomes can be seen from the results of the analysis of student observations in cycle II which shows that learning completeness has reached 83% or is categorized as Developing Very Well. Thus it can be concluded that the experimental method on the ability to recognize colors in children aged 4-5 years has a significant influence in increasing based on aspects of knowledge in children at TK Negeri Pembina East Pontianak.

It can be concluded that learning using experimental methods is still in the form of introducing colors, mixing colors, plants, animals, natural phenomena and others. Children should be taught how to feel, experience, and try various natural phenomena. Like activities related to this experiment, namely the introduction and mixing of colors, this experiment will spur children's creativity and invite children to think critically, because with experiments children do not simply accept or reject something. Children observe, analyze and evaluate existing information, by conducting experiments skills can be improved and improve children's cognitive learning outcomes. Demchenko et al. (2021) explaining the experimental method can improve cognitive is a process of thinking, namely the ability of individuals to connect, assess, and consider an event or event. The cognitive process is related to the level of intelligence (intelligence) that marks a person with various interests, especially those aimed at ideas and learning (Herma et al., 2020).

Thus it is obtained that the knowledge of children who are given treatment using the experimental method of color mixing has a significant effect on increasing the ability to recognize colors in children aged 4-5 years at TK Negeri Pembina East Pontianak. These results are in line with the results of research conducted by Febriani & Yusuf (2021) and Guci & Sukmana (2023) which explain the application of the color mixing experiment method can improve the ability to recognize colors for children aged 4-5 years with cognitive achievement based on the Very Good Developing (BSB) category.

The results of this study are expected to provide guidelines in the form of input and evaluation for the Head of East Pontianak State Kindergarten Pembina in managing learning in the educational institution he leads based on the main task of facilitating and motivating teachers to use a large selection of interactive, active, creative, effective, and fun learning methods such as experimental methods in helping to stimulate early childhood development, and produce higher quality education quality. Then help children overcome learning difficulties in children aged 4-5 years using experimental methods to increase mastery of recognizing colors in the learning process and communication in everyday life. And this research is expected to provide an overview of the child's mindset, so that children feel happy when learning because the learning process refers to the concept of learning using innovative and creative methods, namely learning using experimental methods to help children master color types so as to achieve maximum learning outcomes.

This research is expected to provide input to researchers to obtain a lot of information in teaching and can add insight and experience, especially in understanding the use of experimental methods to improve the ability to recognize colors in children aged 4-5 years in PAUD and the possibility that the results of this study still have limitations both in terms of the development of children's abilities, where this study only focuses on aspects of knowledge. Thus it is hoped that it can be a reference for further research with a broader scope of problem focus.

4. CONCLUSION

The results of improving the ability to recognize colors using experimental methods that have been carried out at TK Negeri Pembina East Pontianak obtained very satisfactory results. It is known that Interpersonal intelligence in children who are given treatment using experimental methods has a significant influence on the ability to recognize colors in children aged 4-5 years in children. The data is reinforced by the results of the ability to recognize colors by children using experimental methods has increased rapidly from Cycle I (30%) then increased in Cycle II (83%) with a child achievement scale based on the Very Good Developing category (BSB).

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